

NARRANGA PUBLIC SCHOOL



Improved teacher practice



Initiative overview

Narranga Public School committed to continuous improvement of teaching practice in order to maximise learning outcomes for all students through the use of school-based instructional leadership.

The initiative focused on three components:

- promoting the use of explicit teaching strategies to improve student learning outcomes in literacy and numeracy
- use of effective feedback to improve student learning outcomes with a focus on literacy
- collecting and using assessment data to inform teaching practice and meet the differentiated learning needs of students with a focus on numeracy.



Resources

Narranga Public School initially funded an instructional leader on a term by term basis, building up to two full-time instructional leaders by 2020.

The breakdown of the initiative included:

- additional staffing (instructional leaders) - \$318,400 (socio-economic background)
- teacher professional learning \$48,000 (professional learning)
- teacher release for lesson observations \$119,350 (QTSS).

Total cost \$485,750

Funding sources used:

- Socio-economic background
- English language proficiency
- Low-level adjustment for disability



Evidence of impact

The initiative has resulted in improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.

The impact on student learning was evaluated via internal and external assessments. Evidence of the impact includes:

- Value Added (3-5) – Sustaining & Growing
- NAPLAN Expected Growth – Reading 64.56% (Baseline 58.63%)
- NAPLAN Top 2 Bands – Reading 40.96% (Baseline 35.94%)
- 97% of teachers reported lessons differentiated according to students' needs
- 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.

